



## Florence 3 School District

125 S. Blanding Street  
Lake City, SC 29560

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,639 Students	
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8043

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	Excellent
2006	At-Risk	At-Risk

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

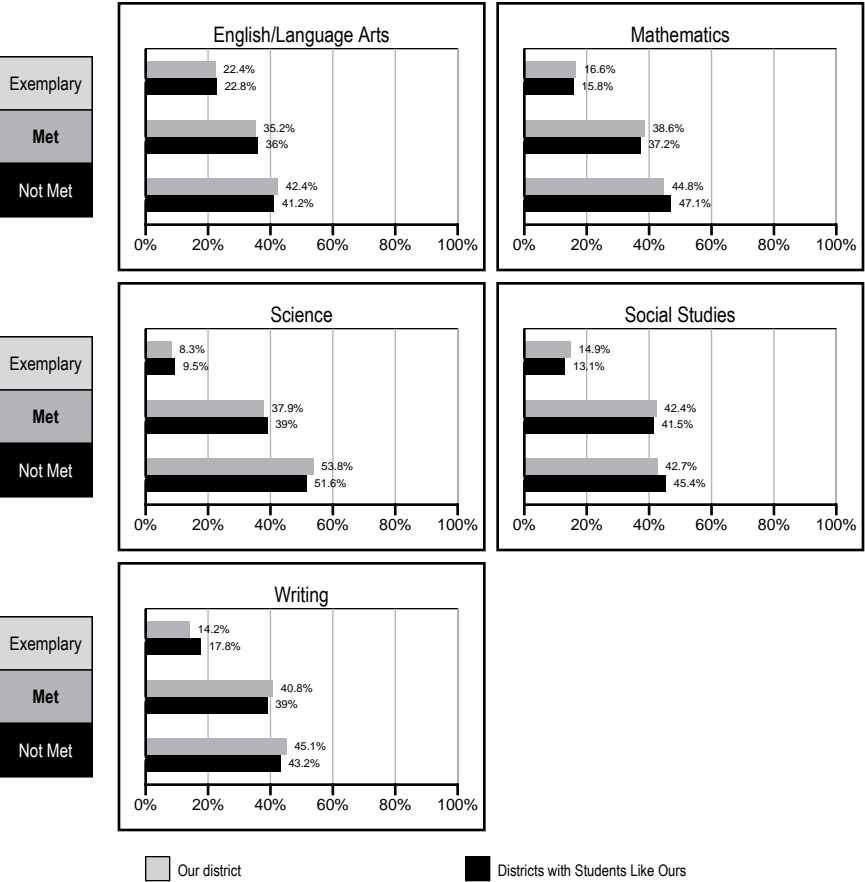
97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	8	5

\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	80.1%	65.1%	69.4%	70.0%	61.8%	63.9%
Passed one subtest	13.1%	15.3%	14.2%	15.8%	19.4%	18.1%
Passed no subtests	6.8%	19.6%	16.4%	14.2%	18.8%	18.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	60.6%	62.9%
English 1	63.8%	57.1%
Physical Science	45.4%	38.3%
US History and the Constitution	29.4%	22.4%
All Subjects	50.9%	45.8%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,639)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.3%	Up from 3.1%	3.2%	2.3%
Attendance rate	95.5%	Up from 95.1%	95.3%	95.8%
Eligible for gifted and talented	7.7%	Down from 9.4%	5.6%	14.3%
With disabilities other than speech	15.6%	Up from 15.2%	10.6%	10.5%
Older than usual for grade	5.6%	Up from 4.8%	6.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.6%	0.7%
Enrolled in AP/IB programs	11.0%	Up from 10.0%	7.8%	12.1%
Successful on AP/IB exams	8.8%	Down from 31.5%	38.1%	50.0%
Eligible for LIFE Scholarship	28.9%	Up from 28.2%	26.8%	31.4%
Enrolled in adult education GED or diploma programs	81	Down from 88	43	47
Completions in adult education GED or diploma programs	62	Down from 64	20	29
Annual dropout rate	1.9%	Down from 2.3%	2.6%	3.1%
<b>Teachers (n=242)</b>				
Teachers with advanced degrees	43.8%	Up from 42.5%	55.6%	58.8%
Continuing contract teachers	63.6%	Up from 59.0%	72.6%	81.5%
Teachers with emergency or provisional certificates	4.9%	Down from 9.3%	10.5%	4.0%
Teachers returning from previous year	78.9%	Up from 77.1%	84.7%	89.3%
Teacher attendance rate	95.0%	Up from 93.3%	94.9%	95.3%
Average teacher salary*	\$42,683	Up 0.4%	\$44,039	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.4%	1.2%	0.2%
Professional development days/teacher	15.6 days	Down from 19.8 days	13.1 days	12.6 days
<b>District</b>				
Superintendent's years at district	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 18.3 to 1	19.6 to 1	20.9 to 1
Prime instructional time	89.4%	Up from 87.1%	89.0%	89.9%
Dollars spent per pupil**	\$10,293	Up 8.0%	\$11,339	\$9,364
Percent of expenditures for teacher salaries**	47.0%	Down from 47.7%	48.8%	53.3%
Percent of expenditures for instruction**	51.1%	Down from 53.7%	52.6%	56.3%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Number of schools	8	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	7.5%	Down from 9.0%	2.3%	2.4%
Average age in years of school facilities	34 Years	Up from 33 Years	32 Years	27 Years
Number of schools with SACS accreditation	2.0	No Change	4.0	8.0
Parents attending conferences	97.1%	Up from 90.5%	96.2%	97.1%
Average administrator salary	\$71,066	No Change	\$74,565	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	180	93.3%	968	50.9%	202	84.7%	N/A
<b>Gender</b>							
Male	87	94.3%	460	47.0%	97	80.4%	N/A
Female	93	92.5%	508	54.5%	105	88.6%	N/A
<b>Racial/Ethnic Group</b>							
White	63	98.4%	305	65.6%	73	84.9%	N/A
African American	115	90.4%	638	42.8%	127	84.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	78.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	14	71.4%	155	23.9%	14	71.4%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	14	78.6%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	138	91.3%	823	48.6%	155	83.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	93.3%	85.4%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	208	202	207	224
Number of Graduates in Cohort	144	171	144	155
Rate	69.2%	84.7%	69.9%	71.2%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	388	412	407	423	371	404	1166	1240		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	13.9	15.5	16.5	18.2	14.8	17.0	16.4	17.1	15.5	17.0
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	17.8 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Florence County School District Three's students, staff, and administrators can look back on the 2009-2010 school year with pride for their many accomplishments. Among the highlights are:

Lake City High School is one of 5 high schools in the Pee Dee area recognized by U.S. News and World Report's third annual list of "America's Best High Schools," earning a Bronze award from the publication. This year's graduating seniors were awarded \$2,588,400 in scholarships.

Four eighth grade students from Ronald E. McNair Middle School and J. Paul Truluck Middle School were honored as 2009-2010 South Carolina Junior Scholars. Students were selected based on receiving a Preliminary Scholastic Aptitude Test (PSAT) score of 50 or greater on verbal, math, or writing. Five students from Ronald E. McNair Middle School, J. Paul Truluck Middle School, and Lake City High School were also awarded Honorable Mention at the Clemson University Biology Merit Exam.

J. C. Lynch Elementary School, Olanta Elementary School, and Scranton Elementary School met Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act. Olanta Elementary School received Palmetto Silver for outstanding academic achievement and for closing the achievement gap.

District Schools earned an overall average of 4 in the area value-added growth under the Teacher Advancement Program. Lake City Elementary, Olanta Elementary, and Ronald E. McNair Middle each received value-added scores of 5. J. Paul Truluck Middle's value-added score was 4, while Lake City High School, Scranton Elementary, Main Street Elementary, and J.C. Lynch Elementary each received a 3.

Florence County School District Three graduated the first two classes from its Parent Academy. The Parent Academy consists of a series of interactive workshop classes for parents that are both informative and engaging using the Family Leadership's Parenting Partners. The workshops focus on topics such as positive parenting strategies, practical tools for positive parenting, and how parents can be a resource for each other.

We are proud of the accomplishments of our students and staff and look forward to continuing our successes next year, as we "ensure all students are prepared for success."

Beth Wright, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 25 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Ronald E McNair Middle	R	Main Street Elementary	R
Lake City Elementary	R	J Paul Truluck Middle	R

The Florence 3 School District consists of 8 public schools with 4 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	1590	99	42.2	35.4	22.4	72.3	83.5	Yes	Yes
<b>Gender</b>									
Male	806	98.3	50.6	31.2	18.2	65.5	80.1	N/A	N/A
Female	784	99.7	33.7	39.6	26.7	79.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	481	99	26	36.1	37.9	85.6	89.6	Yes	Yes
African American	1039	98.9	50.3	35	14.8	66.1	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	61	100	33.3	38.3	28.3	73.3	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	346	96.2	69.2	20	10.8	44.1	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	7	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	55	100	33.3	37	29.6	74.1	79	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	1421	98.9	45.1	35.4	19.6	70	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	1590	98.9	44.5	39.6	16	70	80.4	Yes	Yes
<b>Gender</b>									
Male	806	98.1	50.7	35.9	13.5	63.1	78.4	N/A	N/A
Female	784	99.7	38.1	43.3	18.5	77.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	481	99	30	42.2	27.8	80.3	87.8	Yes	Yes
African American	1039	98.9	51.3	38.4	10.3	65.3	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	61	100	43.3	38.3	18.3	68.3	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	346	96	70.1	21.7	8.3	40.8	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	7	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	55	100	42.6	37	20.4	70.4	78.9	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	1421	98.9	47	39.2	13.8	68.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	1055	99.6	53.4	38.5	8.1	46.6	67.3
<b>Gender</b>							
Male	541	99.5	56.2	35.9	7.9	43.8	66.9
Female	514	99.8	50.4	41.3	8.3	49.6	67.7
<b>Racial/Ethnic Group</b>							
White	307	99.7	36.3	47.6	16.1	63.7	79.6
African American	703	99.6	60.6	34.5	4.9	39.4	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	40	100	59	38.5	2.6	41	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>							
Disabled	226	98.2	74.2	16.3	9.6	25.8	33.8
<b>Migrant Status</b>							
Migrant	6	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	36	100	57.1	40	2.9	42.9	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	943	99.7	56.8	35.5	7.8	43.2	55.4

**Social Studies**

All Students	1051	99.6	41.9	43.8	14.2	58.1	70.9
<b>Gender</b>							
Male	519	99.8	45	39.6	15.4	55	70.1
Female	532	99.4	38.9	48	13.1	61.1	71.7
<b>Racial/Ethnic Group</b>							
White	309	99.7	26.6	48.8	24.6	73.4	79.2
African American	695	99.6	49	41.6	9.4	51	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	41	100	40	45	15	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	230	98.3	64.5	28.4	7.1	35.5	39.3
<b>Migrant Status</b>							
Migrant	6	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	36	100	34.3	51.4	14.3	65.7	68
<b>Socio-Economic Status</b>							
Subsidized meals	947	99.6	44.6	43	12.4	55.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1585	97.4	44.7	41	14.3	55.3	72.1	96.1	96.3
Gender									
Male	804	96.3	56	35.4	8.6	44	65.2	96	96.2
Female	781	98.5	33.3	46.7	20	66.7	79.2	96.2	96.4
Racial/Ethnic Group									
White	487	98	29.5	46.6	23.9	70.5	80.8	94.5	96.1
African American	1030	97	51.7	38.5	9.8	48.3	59.7	96.9	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87	97	97.5
Hispanic	59	98.3	49.1	40.4	10.5	50.9	64.6	95.7	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.4	85.6	95
Disability Status									
Disabled	336	87.5	83	16	1	17	27.7	95.3	95.4
Migrant Status									
Migrant	5	I/S	I/S	I/S	I/S	I/S	63.5	90.9	96
Limited English Proficient									
Limited English	53	98.1	45.1	45.1	9.8	54.9	63.7	96.6	97
Socio-Economic Status									
Subsidized meals	1414	97.2	47.9	40.1	11.9	52.1	61.9	96.1	95.8

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	305	100	37.4	34.7	27.9	62.6
	4	294	100	44.9	37.8	17.3	55.1
	5	268	100	32	45.9	22	68
	6	234	99.6	44.8	40.7	14.5	55.2
	7	229	99.1	42.7	35.1	22.3	57.3
	8	270	98.2	46.6	34	19.4	53.4
<b>2010</b>	3	313	99	33.2	32.6	34.2	66.8
	4	301	99.7	41.4	37.9	20.7	58.6
	5	293	100	37.8	40.6	21.7	62.2
	6	240	99.6	40.9	34.1	25	59.1
	7	237	97.5	51.2	37.7	11.2	48.8
	8	206	97.6	55.7	27.3	17	44.3
<b>Mathematics</b>							
<b>2009</b>	3	305	100	48.3	36.1	15.6	51.7
	4	294	100	43.5	38.9	17.7	56.5
	5	268	100	35.9	43.6	20.5	64.1
	6	234	99.6	42.1	49.8	8.1	57.9
	7	229	99.1	35.5	53.6	10.9	64.5
	8	270	98.2	56.1	30.4	13.4	43.9
<b>2010</b>	3	313	99	44.3	35.2	20.5	55.7
	4	301	99.7	32.9	49.1	18	67.1
	5	293	100	42.7	41.3	16.1	57.3
	6	240	99.6	53	31.5	15.5	47
	7	237	97.1	51.6	40.5	7.9	48.4
	8	206	97.6	46.4	38.1	15.5	53.6
<b>Science</b>							
<b>2009</b>	3	153	100	56.8	35.1	8.1	43.2
	4	294	100	53	39.6	7.4	47
	5	139	100	47	43.3	9.7	53
	6	117	99.2	57.4	36.1	6.5	42.6
	7	228	98.7	38.6	55.2	6.2	61.4
	8	128	100	56.3	32.5	11.1	43.7
<b>2010</b>	3	158	100	64.5	25.7	9.9	35.5
	4	299	99.3	53.8	40.6	5.6	46.2
	5	146	98.6	55.3	38.3	6.4	44.7
	6	121	100	59.8	35	5.1	40.2
	7	230	100	43.3	46	10.7	56.7
	8	101	100	46.4	40.2	13.4	53.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	154	100	34.9	46.3	18.8	65.1
	4	292	100	39.4	51.4	9.2	60.6
	5	129	99.2	44	40	16	56
	6	118	99.2	25	55.4	19.6	75
	7	228	99.1	41.4	41	17.6	58.6
	8	137	99.3	44.5	39.1	16.4	55.5
2010	3	156	99.4	49	40.3	10.7	51
	4	297	99.3	36.6	54.9	8.5	63.4
	5	146	99.3	65.2	22.7	12.1	34.8
	6	121	100	20.3	55.1	24.6	79.7
	7	231	100	40	42.3	17.7	60
	8	100	100	43.3	37.1	19.6	56.7
Writing							
2009	3	311	98.1	52.5	33	14.5	47.5
	4	296	98.3	47.5	37.3	15.1	52.5
	5	269	97.4	40.6	39.1	20.3	59.4
	6	234	97	48.2	45.4	6.4	51.8
	7	229	97.8	42.5	44.8	12.7	57.5
	8	275	94.6	55	34.3	10.8	45
2010	3	315	96.2	48.5	34.7	16.8	51.5
	4	299	96.7	43.2	43.2	13.6	56.8
	5	292	98.3	43.8	39.2	17	56.2
	6	241	97.9	38.5	45	16.5	61.5
	7	234	97.4	49.5	40	10.5	50.5
	8	204	98	44.6	46.2	9.2	55.4

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	220	99.5	19.8	42	25	13.2	52.4	65.9	No	Yes
Male	118	99.2	26.1	45	22.5	6.3	44.1	60.8	N/A	N/A
Female	102	100	12.9	38.6	27.7	20.8	61.4	71	N/A	N/A
White	67	98.5	17.7	22.6	32.3	27.4	67.7	77.5	Yes	Yes
African American	151	100	20.9	50.7	20.9	7.4	45.3	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	33	100	74.2	25.8	0	0	16.1	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	186	99.5	21.7	43.9	23.9	10.6	49.4	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	220	99.5	24.5	35.8	25.9	13.7	48.1	62.3	No	Yes
Male	118	99.2	31.5	36	24.3	8.1	42.3	61.7	N/A	N/A
Female	102	100	16.8	35.6	27.7	19.8	54.5	63	N/A	N/A
White	67	98.5	16.1	16.1	37.1	30.6	72.6	75	Yes	Yes
African American	151	100	28.4	44.6	20.9	6.1	37.2	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	33	100	67.7	25.8	6.5	0	12.9	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	186	99.5	26.1	37.8	26.7	9.4	43.3	48.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	219	94.1	77.7	15.0	5.3	1.9	N/A	N/A	N/A	N/A
Male	117	89.7	83.8	12.4	2.9	1.0	N/A	N/A	N/A	N/A
Female	102	99.0	71.3	17.8	7.9	3.0	N/A	N/A	N/A	N/A
White	66	90.9	61.7	20.0	11.7	6.7	N/A	N/A	N/A	N/A
African American	151	95.4	85.4	13.2	1.4	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	87.9	96.6	3.4	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	185	96.2	80.3	16.3	2.8	0.6	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	257	99.6	25.1	46.2	23.1	5.7	42.5	61.8
	2010	220	99.5	19.8	42	25	13.2	52.4	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	257	99.6	28.7	34.4	19.8	17	51	62.7
	2010	220	99.5	24.5	35.8	25.9	13.7	48.1	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate, grades K-8	95.5%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.